

LEWISVILLE MIDDLE

3595 Lancaster Highway
Richburg, S.C. 29729

GRADES 6-8 Middle School

ENROLLMENT 389 Students

PRINCIPAL H. L. Erwin 803-789-5858

SUPERINTENDENT Dr. Barry E. Campbell 803-385-6122

BOARD CHAIR Mrs. Denise C. Lawson 803-581-6224

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	13	28	7	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

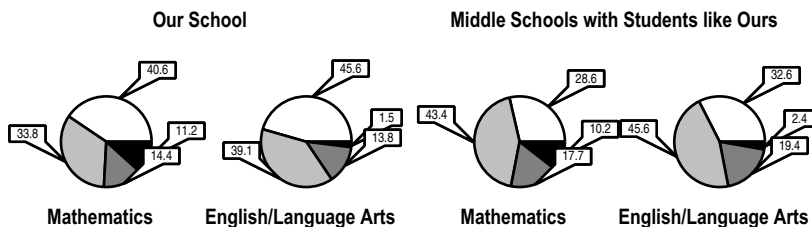
WWW.MYSCSCHOOLS.COM





WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Average	N/A
2003	Below Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



	Definition of Critical Terms
	Advanced Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient Well prepared to work at next grade level; met expectations
	Basic Met standards; minimally prepared, can go to next grade level
	Below Basic Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	24	109	31
Percent satisfied with learning environment	43.5%	50.9%	60.0%
Percent satisfied with social and physical environment	37.5%	57.8%	60.0%
Percent satisfied with home-school relations	31.8%	79.6%	58.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	371	94.1	45.6	39.1	13.8	1.5	15.3	17.6
Gender								
Male	198	94.9	55.0	32.0	11.2	1.8	13.0	17.6
Female	173	93.1	35.4	46.8	16.5	1.3	17.7	17.6
Racial/Ethnic Group								
White	228	94.7	37.0	41.5	19.0	2.5	21.5	17.6
African-American	132	92.4	59.0	35.9	5.1	N/A	5.1	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	321	96.6	42.2	40.9	15.2	1.7	16.9	17.6
Disabled	50	78.0	77.4	22.6	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	371	94.1	45.6	39.1	13.8	1.5	15.3	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	369	94.0	45.2	39.4	13.8	1.5	15.4	17.6
Socio-Economic Status								
Subsidized meals	181	90.1	60.7	31.3	8.0	N/A	8.0	17.6
Full-pay meals	190	97.9	32.8	45.8	18.6	2.8	21.5	17.6

Mathematics								
All students	371	98.4	40.6	33.8	14.4	11.2	25.6	15.5
Gender								
Male	198	98.0	40.8	33.3	15.5	10.3	25.9	15.5
Female	173	98.8	40.4	34.3	13.3	12.0	25.3	15.5
Racial/Ethnic Group								
White	228	98.7	30.3	34.1	20.2	15.4	35.6	15.5
African-American	132	97.7	57.4	34.4	4.9	3.3	8.2	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	321	99.1	37.0	35.3	15.2	12.5	27.7	15.5
Disabled	50	94.0	70.3	21.6	8.1	N/A	8.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	371	98.4	40.6	33.8	14.4	11.2	25.6	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	369	98.4	40.2	34.0	14.5	11.2	25.7	15.5
Socio-Economic Status								
Subsidized meals	181	97.2	54.4	30.0	10.0	5.6	15.6	15.5
Full-pay meals	190	99.5	28.3	37.2	18.3	16.1	34.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	105	N/A	33.7	41.3	20.2	4.8	25.0
	Grade 7	130	N/A	35.7	54.3	9.3	0.8	10.1
	Grade 8	115	N/A	56.6	33.6	8.8	0.9	9.7
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	125	92.8	48.1	32.1	18.9	0.9	19.8
	Grade 7	119	94.1	46.8	35.8	15.6	1.8	17.4
	Grade 8	127	95.3	42.0	49.1	7.1	1.8	8.9

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	105	N/A	41.9	34.3	16.2	7.6	23.8
	Grade 7	130	N/A	62.5	28.1	4.7	4.7	9.4
	Grade 8	115	N/A	65.2	29.5	5.4	N/A	5.4
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	125	98.4	31.9	27.4	23.0	17.7	40.7
	Grade 7	119	99.2	43.0	36.0	10.5	10.5	21.1
	Grade 8	127	97.6	46.9	38.1	9.7	5.3	15.0

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 389)				
Students enrolled in high school credit courses (grades 7 & 8)	8.5%	Down from 9.6%	14.4%	14.4%
Retention rate	0.3%	Down from 8.6%	2.3%	2.3%
Attendance rate	95.0%	Down from 95.4%	95.3%	95.2%
Eligible for gifted and talented	4.4%	Up from 2.7%	16.8%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.3%	Down from 14.2%	14.5%	14.1%
Older than usual for grade	11.3%	Up from 6.5%	4.7%	4.9%
Suspended or expelled	10.5%	Down from 11.8%	1.3%	1.3%
Annual dropout rate	0.4%	Up from 0.0%	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	56.5%	Down from 63.6%	46.4%	47.1%
Continuing contract teachers	78.3%	Down from 90.9%	85.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.8%	Down from 94.2%	86.1%	84.3%
Teacher attendance rate	94.7%	Down from 99.4%	94.9%	95.0%
Average teacher salary	\$42,852	Down 3.0%	\$39,746	\$39,924
Prof. development days/teacher	5.0 days	No change	10.1 days	10.7 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio	21.1 to 1	Down from 26.0 to 1	21.5 to 1	21.0 to 1
Prime instructional time	88.1%	Down from 94.9%	88.9%	88.9%
Dollars spent per pupil*	\$5,488	Up 7.8%	\$5,699	\$5,854
Percent spent on teacher salaries*	63.5%	Down from 66.0%	62.3%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.7%	Down from 99.0%	94.6%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lewisville Middle School has an enrollment of 372 students in grades six through eight. It is organized under the middle school concept. This concept includes curriculum, faculty assignments, and instructional activities. An eight period day, grade level team planning, an advisor-advisee program, character education, intramurals, weekly tutoring sessions, after-school remediation program, Communities in Schools program, Academic Assistance classes, and interdisciplinary units are incorporated into the school's operations.

The Lewisville community has a wealth of human talent and resources that support student achievement. The faculty, staff, administration, parents, and students, in collaboration with the School Improvement Committee, identified three goals for student achievement as priorities: Thinking and reasoning skills; Communication skills; and Interpersonal skills/Personal and Social responsibility. Strategies taken by the school to reach these goals are developing grade level assessments aligned with curriculum standards; requesting and receiving additional teachers to reduce pupil/teacher ratio; providing parents with information to promote students' thinking and reasoning skills through school newsletters, conferences, and workshops; providing students opportunities to write expressively on a daily basis; continuing cultural awareness education; and providing multicultural activities across the curriculum.

Differences in thinking skills, respect and acceptance of various cultures, and improvement in PACT scores have been noted by the faculty and experienced by the students due to implementation of the school improvement plan.

The school district is building a new Lewisville Middle School scheduled to be completed in December 2003.

The challenges facing the school and the district to improve include: lack of funds within the district to provide for all the needs of the school, lack of parental involvement, lack of mentors and volunteers, and motivating students to do their best.

Due to the strategies taken by the school, an increase in student PACT scores has occurred from an Unsatisfactory absolute rating to Below Average and a Below Average improvement rating to Average.

H. L. ERWIN

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.